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ABSTRACT

A detailed description is presented of a foreign language (FL) week project that was organized and executed by the Houston Area Teachers of Foreign Languages (HATFL) during the 1979-80 academic year. The document describes the preparation activities of the organizing committee, the pre-foreign language week advertising campaigns, the design of promotional activities during the week itself, and results and recommendations. The advance planning, organization, and timing are discussed in the section on preparation activities. The publicity prior to the week is described. It covered widespread advertising on billboards and buses, as well as television and radio promotions. All organizational aspects of this part of the project are outlined. The FL week activities, which took place in shopping centers, schools, and on television and radio are described with attention to content, source of materials, response of the public, and student participation. The principal result mentioned was involvement and interest of FL students and increased awareness of the advantages and need of FL study on the part of non-FL students and the general public. Based on the success of this project, a similar well-organized project using this model is recommended in any urban area. (AMH)

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FOREIGN LANGUAGE WEEK: A Successful Public Relations Model

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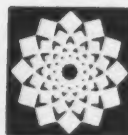
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In the spring of 1980 the Houston Area Teachers of Foreign Languages (HATFL), a more than twenty-year-old area-wide organization of foreign language and ESL teachers, mounted a broad-based Foreign Language Week project. It was very successful in achieving its primary objective: to increase the general public's awareness of the need to learn another language and to know about another culture. The project can easily be replicated in any similar urban community and, with only minor variations, in almost any American city. What follows is a detailed description of the project undertaken by HATFL.

THE CHALLENGE

In early 1979, a time when the President's Commission on Foreign Language and International Studies was conducting its public hearings around the country, it became general public knowledge—thanks to the media coverage of these hearings—that the study of foreign languages in the United States had once again fallen on hard times. This situation is a cyclical one and can be traced back as far as the eighteenth century, when foreign language study was first introduced into the newly formed American colonies as a part of the curriculum of vocation and trade schools. As on previous occasions, the foreign language programs in high schools and colleges, so it seems, once again needed an infusion of federal dollars and strong federal support to stay alive during the 80s.

However, since it was unlikely that most, if any, of the Commission's recommendations would be implemented quickly, it seemed advisable for the foreign language profession to take action on its own to solve its problems. We could follow the Commission's advice in two areas:

- (1) offer prospective students foreign language programs designed to enhance their communication skills and broaden their opportunities in professional fields, as alternatives to the valid language-and-literature courses traditionally taught;
- (2) convince the community-at-large that today's high school and college students *need* to learn a second language, no matter what their eventual occupation or profession may be.

In pursuit of the second goal, I suggested, in February 1979, that HATFL embark on an active public information campaign. The organization seemed to be a logical choice for such an undertaking, since its membership was already multilingual and represented almost all of the twenty school districts and fourteen colleges and universities in the Greater Houston Metropolitan Area. In addition, HATFL, rather than a local language-specific AAT chapter, could be the most effective umbrella organization for the project, since its membership has easier access to key administrators in schools and school districts than any single-language group.

HATFL enthusiastically accepted the challenge of coordinating a public-information "foreign language week." However, as usually happens to people who make unsolicited suggestions, I was given the job of implementing this one. "Foreign Language Week 1980" would become a reality—and I would be its chairman.

Coordinating a project of the magnitude that this turned out to be was a new experience for me, and today I am the richer for it. During the year of planning and organizing the event, I was privileged to work with some of the most dedicated, interesting foreign language colleagues and students, and some of the most supportive, capable community and business leaders that I had ever met. Helping the project to grow and watching it blossom was an exhilarating experience, but one that could only have been possible with the help and support of those many wonderful people who gave so freely and generously of their time and talents.

PREPARATION

A. Organization

The key to the success of our project lay in three factors: careful advance planning, organization, and timing. Although "Foreign Language Week 1980" was not scheduled to take place until spring 1980, I began canvassing HATFL's membership in May 1979 to put together a list of interested persons who could function as a steering committee. By the end of June, before everyone had disbanded for the summer, I had identified a group of twelve colleagues within the organization who were willing to help me coordinate our efforts and who could function as chairpersons of one of the following five committees: fund-raising; advertising; publicity; school activities; and business/professional community.

Our first meeting was scheduled for the end of September. In August I canvassed the entire membership once more to identify other colleagues who would be willing to serve on one of the five committees. At the first organizational meeting the twelve key colleagues and I apportioned the volunteers to the committees, which we then subdivided. Publicity, for example, was now divided into television and radio, new papers, service clubs, and PTA; school activities into elementary, secondary, and post-secondary education; and business/professional community into shopping centers, department stores and banks, the medical center, and public libraries.

The steering committee determined that our campaign should be waged through advertising of all sorts, displays and activities in shopping centers, activities in the schools, and media coverage. Fund-raising, of course, was an essential prerequisite. The various committees now took on lives of their own: they met, determined their activities, and by late fall 1979 were implementing them. The advertising committee, for example, decided to investigate the possibilities of using billboards, posters, television, radio, and newspapers; they developed a slogan and commissioned an artist to design a recognizable logo. The shopping center group contacted center managers about space availability and facilities, and canvassed ethnic organizations, the Chamber of Commerce, and schools to find performers.

A particularly busy committee was the one concerned with school activities. They arranged a series of meetings with the foreign language supervisors of all the school districts for October, November, and January. Activities in the school districts were planned at these meetings, and a coordinator was appointed for each district. By the time of Foreign Language Week, high school students not only were taking part in activities in their own districts, but also were scheduled to appear on radio and television and to operate booths at many of the shopping centers.

B. Scheduling

In August, at the same time as I requested committee volunteers, I asked the HATFL members to indicate when they thought "Foreign Language Week 1980" should be held. This turned out to be one of our most difficult decisions, because, while there are always a number of factors to consider in setting a date, Houston's spring seemed to be especially complex. We knew, for example, that school participation was essential. However, spring vacations vary among the twenty school districts and the universities. We wanted to avoid them all, since many students and faculty would leave town during spring break. Furthermore, several language-specific organizations had already scheduled special state or district events for early spring.

Another essential factor was cooperation from the local business community. That meant that the event could not be scheduled in competition with any major merchandising event—in our case, Easter. No merchant is willing to sacrifice valuable display space, even for a community project he or she believes in, during one of the two busiest retail seasons. Nor will shopping mall managers make space available during the four weeks before Easter. Although they are usually happy to support a project that promises to increase the traffic flow in their malls, at that time they already have all the traffic they can handle. Besides, we did not think we could be successful in convincing them that foreign language displays would heighten interest in the Easter Bunny. (Available space in shopping centers is usually booked six months to a year in advance.)

Since Easter fell on 6 April 1980, Foreign Language Week had to be scheduled either after Easter or no later than the week of 3 March. After Easter was impossible: it was too close to the very busy end of the school year in Houston. The first week of March was out, because of conflicts with school districts' vacation schedules. The last week of February was also out, because a major, community-wide annual event was already scheduled: the Houston Livestock Show and Rodeo, which attracts thousands of people to Houston each year and becomes, for two weeks, the focal point of the area's cultural life. In addition, we planned to precede "Foreign Language Week 1980" with a three-week multimedia blitz that would climax during Foreign Language Week with activities all around town—in schools, shopping centers, stores, banks, public libraries, and the like—so we needed to find three weeks clear of vacations and major competition before our scheduled date.¹ For these reasons we scheduled "Foreign Language Week 1980" during the week of 11 February. We would not compete with the rodeo, but perhaps we could capitalize on it: many of our advertising messages would still be going on when a lot more people than usual would be around to see and hear them.

C. Fund-Raising

In early October, the chairman for the fund-raising committee had to resign for personal reasons. Since no suitable replacement could be found quickly and since the hiring of a professional fund-raising agency had been ruled out as too commercial and too expensive for our purposes, as project chairman, I also took on the job of chief fund-raiser for the project. In July, as president of the local AATG chapter, I had already applied for a project grant from the national AATG office. Thanks to a favorable response, we had in our coffers by September 1979 the seed money needed to finance preliminary project activities.

An intensive fund-raising campaign was launched with only a short delay at the beginning of November. (The latter part of October would really have been preferable, since it would have allowed us to follow up the initial fund-raising letter before Thanksgiving; after that date we found it much harder to generate contributions.) We wrote an informative appeal for funds, describing the project, stating our reasons for conducting it, and asked for a \$100 contribution (see sample letter, Fig. 1), and mailed 1,300 letters to:

- superintendents of all twenty school districts in the area;
- all foreign language supervisors/coordinators within the school districts;
- the presidents of all regional, state, and area foreign language organizations, and the presidents of local chapters of national AAT organizations;
- the presidents and members of two major Hispanic organizations;²
- the presidents of every high school foreign language club we knew of in the area;
- the chairperson of every foreign language department and the chief academic officer of every college and university in the area;

- the chief executive officer of every foreign-based firm located in the area (there are over 500 of them in Houston);
- the chief executive officer of every major Houston-based American firm doing business internationally;
- the chief executive officer of every major local department store and bank;
- the Consul General of every nation whose consular offices are located in Houston (45 in all).

Although the positive response rate (5.4%) was probably not as high as it might have been had I been able to devote more time to the fund-raising aspect of the project, it compares favorably with nationally reported direct-mail response rates of about 6%. We raised a total of \$4,520.50 from 70 contributors; the average contribution amounted to \$64.50, and contributions ranged from \$5 (private individuals) to \$200 (the largest single corporate contribution received). Table 1 illustrates our sources of income, grouped according to the various segments of the community we approached. With these funds we were able to purchase materials and services to mount a \$35,000 to \$40,000, month-long, multimedia campaign.

As program chairman as well as fund-raising chairman, I was the person to authorize all expenditures. It is important to note that no financial commitment was ever made unless either the money was already in the bank or a firm commitment, in writing, to cover the expense was in my hands. The reason for this strict financial policy is simple: to raise funds for any planned project is a difficult task, but it becomes an impossible one after the event has taken place and it is discovered that the funds available are inadequate to cover existing bills.

PRE-FOREIGN LANGUAGE WEEK ACTIVITIES

One of our very first actions was to select an appropriate, catchy slogan to identify our public information campaign. We settled on one borrowed from the 1974 NEA foreign language radio campaign: LEARN ANOTHER LANGUAGE—KNOW ANOTHER WORLD. We liked the slogan, and every time our project was mentioned in print or on the air, we tried to emphasize it.

With that settled, we next hired a graphic designer to create for the project a four-color billboard-style sign bearing a stylized globe, our slogan, and the name of our organization (Fig. 2). The colors he suggested—a deep turquoise for the background and bright yellow letters—made the signs highly visible and easily recognizable. Eighteen of these billboards were placed in strategic locations all around Houston's freeways, beginning in mid-January and lasting, in some locations, into March. We paid the production cost of the signs (\$45 each) and the standard poster-board mounting fee (\$20 to \$40 per billboard, depending on fee structure). The three outdoor advertising companies that owned these signs donated the space. According to one of these companies, a firm with offices nationwide, an estimated minimum number of 300,000 motorists passed by our eighteen billboard signs each day.

We had a smaller version (14" x 22") of our billboard sign reproduced as a poster. Several hundred of these were fixed with easels and distributed for display in stores, banks, school libraries, the central public library and its more than forty branches, the medical center, colleges, and universities. A number of posters were also prominently displayed whenever an ethnic or a high school group performed in a shopping center; we used them also with television performances, interviews, or talk shows; and whenever possible we got one into a picture accompanying a newspaper interview or a story about foreign language study and our foreign language week project.

Perhaps our most effective visual advertising was on buses. Huge signs, identical in color and design to the billboard and the poster,

October 23, 1979

Dear

I need your help in a project of interest to both of us. This project is "Foreign Language Week 1980," sponsored by the Houston Area Teachers of Foreign Languages and supported by all major foreign language organizations in this area. The event will take place February 11-16, 1980.

"Foreign Language Week 1980" is an area-wide, multimedia public information event, organized around a single message:

"LEARN ANOTHER LANGUAGE—KNOW ANOTHER WORLD"

Billboards and radio/TV announcements will broadcast this message. TV interviews with and talk-show appearances by area high school students and their teachers, newspaper articles, and information programs in area shopping centers (filmstrips, slides, pamphlets), stressing the usefulness of foreign languages in professional fields, and cultural activities (folk dancing, singing, exhibits of art work produced by local students) that depict the life in and cultural values of other countries, will reinforce this basic message.

But such a broad-based, area-wide, cross-cultural public information and awareness project costs money, lots of it, to be effective. Here is where you can help, through a one-time contribution of \$100 to our project fund. The investment is a worthwhile one, for "Foreign Language Week 1980" focuses public attention on an issue of great importance: the need to equip our most valuable resource, our youngsters, with the skills and knowledge they must have to succeed in tomorrow's world. Do not both of us have a vested interest in and commitment to this cause? That is why I urge your support of our project.

Please make your check payable to "HATFL—FLW '80" and mail it to me at the address given below.

Thank you very much for your support.

Sincerely yours,

Claus Reschke, Chairman
Foreign Language Week 1980

Mailing Address:

Dr. Claus Reschke, Associate Professor
Dept. of German, University of Houston
Houston, TX 77004

Figure 1: Basic fund-raising letter

were mounted on the sides of forty of the city's new fleet of Grumman buses (Fig. 3) and criss-crossed the Houston area for a month—ten of them for two months—along one of the busiest main routes between downtown Houston and the Texas Medical Center. We paid the production cost of these signs (\$34 per poster) and the mounting charge (\$10 per bus); the advertising company donated the use of the space.

Our television advertising campaign was two-pronged. First, slides made from our 14" x 22" poster were distributed to each of Houston's six television stations. These were used as backdrops for station breaks throughout February at various times during the broadcast day. The stations donated the time as a public service.

We also purchased a three-fourths-inch Umatic video-cassette tape containing five foreign language promos, ranging in length from 10 to 60 seconds.³ These promos had originally been produced by the Oregon Foreign Language Council for in-state use. Since they did not entirely fit our needs, we asked one of the local television stations to edit them for us, concluding each promo with our sign. We rotated these five promos for a month among the six local television stations; one of them continued using some of the promos until the end of August, an unlooked-for bonus. Neither the television promotion nor the editing cost us anything: broadcast time was donated by the stations. With local television advertising rates for a 30-second commercial running between \$250 and

\$1,500, depending on the time of day the commercial is aired, the value of the television promotion alone can conservatively be placed at \$18,000 (not including the station-break time), since each station ran one or two of the promos on an alternating time schedule at least twice a day. Because the promos were broadcast during high and low priority hours, the actual value of the television promotion is difficult to assess.

Our radio campaign consisted of twenty-six brief interviews with, and short statements in support of foreign language study by people in entertainment, including Carroll O'Connor, Telly Savalis, Kirk Douglas, Neil Simon, Jack Lemmon, and Morton Gould. These interviews and comments, from 30 to 70 seconds long, had originally been recorded by NEA in 1974. We edited them, added a tag to each promo identifying our organization, duplicated them on C-60 cassette tapes, and arranged them into three general groups, depending on the primary audience of a radio station: country-western/talk show, easy listening, or classical music. We distributed the three groups of cassettes, each accompanied by a log stating the sequence of the promos, featured entertainer, and length of time, among Houston's twenty-nine AM and FM radio stations for broadcast during February. Except for the purchase of the C-60 tapes and postage, this phase of the PR project did not cost us anything, either.

ACTIVITIES DURING FOREIGN LANGUAGE WEEK

Foreign Language Week 1980 was formally ushered in during a brief ceremony at City Hall, when the mayor of Houston officially proclaimed the week of 11-16 February 1980 as "Foreign Language Week." He signed a proclamation to this effect (Fig. 4) and handed it to the project chairman, while television cameras whirled and representatives from local radio stations recorded the brief ceremony on tape. The television and radio coverage given the mayor's proclamation during the regular newscasts that evening was a boost to the project's visibility.

During Foreign Language Week 1980 major activities took place in eight of the area's larger shopping centers, in the schools of the

area's twenty school districts, and on television and radio. Activities in the shopping centers were limited to the two Fridays (afternoon and evening) and Saturdays (all day) that surrounded Foreign Language Week. During those eight hours on each of the four days, in a designated central area of each mall, four or five singing and dancing groups performed in costume. These included Vietnamese dancers, several Mexican folk-dance groups, madrigal singers, high school choirs, and various ethnic folk music and ballet groups (German, Polish, Spanish, and Mexican). Performance times were broadcast on a number of television and radio stations and listed in the newspapers, as part of the cultural calendar. Each performance lasted about 45 minutes. In addition, students from schools located in the vicinity of the eight shopping centers set up arts and crafts booths; members of the Houston Hurricane, the professional soccer team whose players are principally from Europe and South America, travelled from shopping center to shopping center to sign autographs; Toni Fritsch of the Houston Oilers, an Austrian, agreed to make a brief appearance at one of the shopping centers; and a Guatemalan professor and his teenage daughter gave a two-hour concert on the marimba and organ at another shopping mall.

A HATFL information booth, staffed by two members of the project committee who were assisted by high school and university students, was located at each of the eight shopping centers. At those times when no performance was taking place, a series of culturally oriented foreign language filmstrips with sound cassettes was shown via rear-projection facilities at the information booth. These filmstrips focused on Central and South American countries, French Canada, and Europe; the accompanying texts were in Spanish, French, Italian, and German.⁴ Flyers and other handout material relating to the study and use of foreign languages beyond the classroom were distributed *en masse*. These materials were purchased from or donated by ACTFL, the Government of Québec, the Northeast Conference on the Teaching of Foreign Languages, and the SUNY Council for German Studies.⁵

TABLE 1
CONTRIBUTIONS

Source of Funds	Percentage
Educational community	31%
Business community	30%
Professional foreign language organizations	27%
Consulates	9%
Private citizens	3%
TOTAL	100%



Figure 2: Billboard and 14" x 22" poster. Background is deep turquoise, the slogan is lettered in bright yellow, the globe has yellow and orange continents bordering a deep blue ocean, and "Houston Area Teachers of Foreign Languages" is in white.

The response of the public to the activities at the shopping centers was both enthusiastic and surprising. Many people asked to sign a petition in support of foreign language study in high school and college. This should have surprised our governor, who has publicly stated that he does not believe the study of foreign languages is an essential item in the curriculum of Texas' secondary schools. Alas, we had not anticipated this public response and found ourselves unprepared to meet the request. Since permission to collect signatures at the shopping centers had neither been requested by us, nor was granting it a simple matter in every case, we decided not to act on the request this year. Other people wanted to donate money to "the cause of foreign languages in our schools," or show their support of our project by purchasing something from us. Once again, we had not anticipated this public response, and had not made the necessary advance arrangements to collect money or sell goods or services in the shopping malls. Future projects of this kind might anticipate these three public requests and prepare in advance to meet them.

Another question the public asked frequently was where one could study a given language (including Arabic, Farsi, Chinese, Japanese, and Swahili) besides enrolling in an adult education program or a college course. This request for information was more easily met. We compiled a list of all area schools, private and public, the language programs they offer, plus their addresses, phone numbers, and the person(s) to contact. This list we handed out free of charge upon request.

The language students in most of the schools in the area's twenty school districts enthusiastically celebrated Foreign Language Week with activities that were among the most effective of the campaign. Students from elementary to senior high held poster contests, with the winning entries prominently displayed in a central location of the school, and all other entries decorating the walls throughout the building. Each poster focused on our slogan: LEARN ANOTHER LANGUAGE—KNOW ANOTHER WORLD. There were also fashion shows, featuring costumes and apparel from foreign countries; food fairs; and sumptuous foreign language dinners to which all school administrators and counselors were invited as guests, while teachers and students interested in enjoying a feast could purchase tickets at a nominal fee.

Several high schools held a film festival, either free of charge or at a minimal fee to benefit their foreign language club, featuring films in the target language from a different language community each day. The daily school announcements were read over the public address system by students in Spanish, French, German, Hebrew, and in one case, Russian. This idea was put into practice at several schools, with the gratifying blessing of school principals, and served to make the listeners aware of how important knowledge of a foreign language can be, as they scrambled to find at least one class member who had been able to understand the announcement. Even the teachers reported being impressed by the effectiveness of this device. At a number of schools there was singing and dancing during the noon hour, featuring music and dance from Mexico, Spain, France, Germany, Israel, and, in one school, Poland.

RESULTS

What all of this activity in the schools amounted to was a great deal of involvement for those students already studying a foreign language in school, and, for those who were not studying a foreign language at the time, as well as for administrators and counselors, a new awareness of the fact that the study of foreign languages is a vital part of their school's curriculum. The message did not fall on deaf ears, it seems. Last fall, several school districts reported substantial increases in their foreign language enrollment, in one case over 30 percent, while others noted a renewed interest in and



Figure 3: A bus sign in action

enthusiasm for the study of foreign languages among those who are traditionally enrolled in at least one foreign language course during their high school years. All district foreign language supervisors and coordinators, through whom the various in-district school activities had been coordinated by members of the project committee, reported last fall that those students who had participated in Foreign Language Week 1980 were eagerly looking forward to participating again in the next foreign language week project.

Indeed, we got a great deal more than our money's worth out of our public information campaign. Its actual value can only be calculated to the extent that advertising rates for donated space and time are known. No dollar amount can be assigned to the additional public relations value received from local television and radio interviews, talk-show appearances by foreign language educators, students, and members of the international business community, or television coverage of performances by high school students and members of local ethnic groups before and during Foreign Language Week. Also incalculable is the value of extensive newspaper coverage relating to the activities and issues underlying the project, or of in-depth interviews with business leaders and other professionals who use foreign languages in performing their duties.

RECOMMENDATION

We conclude that the project was a tremendous success, thanks to careful planning, organization, and timing, but most of all thanks to the many colleagues and students who worked diligently for many months in advance of Foreign Language Week 1980. I see no reason why the Houston model could not be replicated with like success in similar metropolitan areas such as Chicago, San Francisco, Seattle, Los Angeles, Miami, New York, or Boston. Even a smaller urban community such as Milwaukee, Buffalo, Tucson, Denver, or Minneapolis could employ the Houston model with a few changes, while a community of 100,000 people might want to adapt the model further to meet its own situation.

The Houston experiment has shown a number of things. First, a broad-based, single-theme, single-visual-focus (banking on the "aha! effect") campaign, utilizing the media resources of the com-

munity to the maximum, can be successful in creating public awareness of and support for the study of foreign languages from elementary school through college. Second, public interest and support for the study of foreign languages exists. It has not been effectively addressed by the profession, nor channeled into an effective support system for the profession.

Programs the public supports actively eventually gain the attention and support of administrators and legislators at district, state, and national levels. Therefore an annual, well organized, and successfully run foreign language week project could be one way to organize the grass-roots support needed to reinforce the efforts of our colleagues and friends among legislators and the business community who are lobbying on our behalf and in support of foreign language study.

NOTES

1. Our difficulties in scheduling may also be the basis for the argument that a given *month* should be declared "Foreign Language Month," rather than specifying one week. Regional, state-wide, and nation-wide foreign language week projects are very difficult to coordinate if they must take place in unison in a single week, regardless of the local situation. Here probably lies the reason for the less-than-successful nation-wide and state-wide foreign language week projects of previous years.

2. The texts of the letters to school superintendents and to members of the Hispanic organizations differed slightly from that of the basic letter. We did not ask members of the Hispanic organizations for a specific contribu-

tion, although we could have changed the \$100 figure of the basic letter to \$5, \$10, or whatever seemed appropriate.

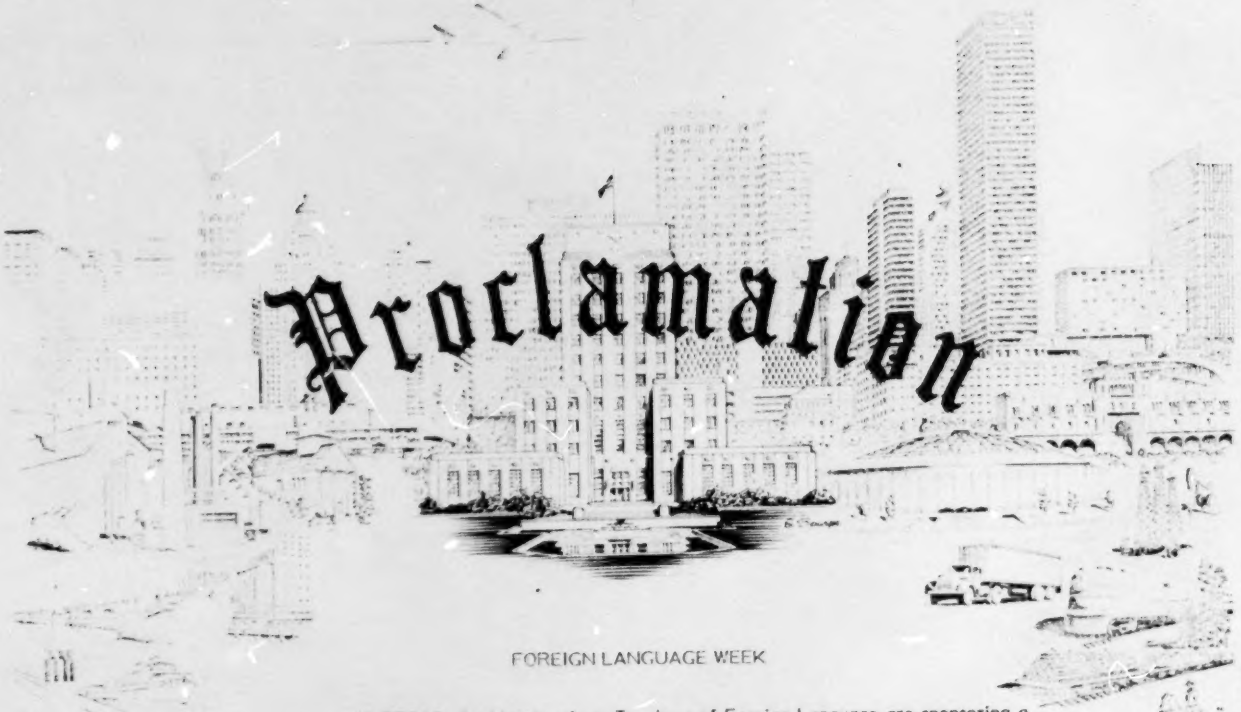
3. This videotape, consisting of all five promos, is available for purchase from Matinee Media, P.O. Box 301, Albany, OR 97321. Cost is \$75 for the first cassette and \$60 for each additional copy.

The technique employed in producing the promos is that of filming a sequence of stills (slides) with a voice-over. Given the limitations of this technique, the quality of the promos is good but not excellent. Potential users are advised to request preview privilege of at least one promo, plus a script of the other four, before ordering the cassette. A small preview charge may have to be paid, but since the promos were produced for use within Oregon, and were only slated for national distribution as an afterthought, some of the Oregon-specific material needs to be edited out before the promos can be used by another foreign language organization. Commercially, this could cost as much as \$300 for the five promos. Three of them may be usable by only cutting the Oregon tag at the end and replacing it with the new organization's logo, not a very expensive procedure.

The Oregon producers do not give permission to copy the promos for simultaneous use on all local television stations. Since the promos need to be edited anyway, however, there is really no need to purchase more than one copy. A distribution system similar to the one described may be used to avoid copyright violations.

4. Filmstrip/cassette sets were made available to us by Educational Filmstrips, 1401 19th St., Huntsville, TX 77340.

5. Among these handouts were "The World Is Our Neighborhood" (Northeast Conference; the accompanying filmstrip/cassette program was also shown at each shopping center); "Why Learn German" (SUNY Council for German Studies); "Québec: Joie de Vivre" (Gouvernement du Québec); and several Neil Simon posters featuring the theme "Give Your Mind a Chance to Travel through Foreign Languages" (ACTFL).



Proclamation

FOREIGN LANGUAGE WEEK

WHEREAS, the Houston Area Teachers of Foreign Language are sponsoring a project "Foreign Language Week 1980" with the theme "Learn Another Language ... Know Another World"; and

WHEREAS, foreign language knowledge is essential in trade, international relations, and in better understanding other countries' cultures and customs; and

WHEREAS, a presidential commission has concluded that Americans' ignorance of foreign languages can pose a threat to our security and economic vitality;

NOW, THEREFORE, I, Jim McConn, Mayor of the City of Houston, do hereby proclaim the week of February 11 through 16, 1980 as

FOREIGN LANGUAGE WEEK

in Houston, Texas, and urge the citizens of Houston to join with the Houston Area Teachers of Foreign Language in encouraging schools and students to place more emphasis on the learning of foreign languages.

IN WITNESS WHEREOF, I have hereunto set my hand and have caused the Official Seal of the City of Houston to be affixed this ____ day of February, 1980, A.D.



Mayor of the City of Houston

Figure 4: Proclamation signed by Jim McConn, Mayor of Houston